

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problems, purpose of the study, significance of the study, assumption of the study, scope and limitation, and the definition of key terms.

1.1 Background of the Study

Achieving an optimal learning outcome cannot be separated from the role of teaching techniques provided by the teacher. There are several kinds of teaching techniques that can be used by the teacher in teaching English language especially grammar. However, the technique used must be in accordance with the lesson and related to the needs of students. If the teacher provides the right teaching technique, the students will also get what the teacher transfers easily. One of the significant factors in teaching grammar is the teacher's teaching technique. Alluding to Sabillah (2001), the success of learning in students is also determined by the teaching techniques used by the teacher during the learning process.

Learning English consists of two parts, skills and Language component. There are four basic skills, including speaking, listening, writing, and reading. In the Language components there are grammar, pronunciation, and vocabulary. In this matter, grammar is important to learn because grammar involves a set of rules you use to form sentences in any language. Grammar teaching is an instructional

teaching technique with the aim of helping students understand meta linguistically and be able to capture and process the information obtained, then internalize it Ellis (2006). Learning grammar is difficult. Therefore, the teaching technique used by the teacher is also very influential with the learning process.

In terms of perception, perception is how students deduce what they capture. Every perception created by students can be different. Colman (2003) stated that perception is the act, process, or product of perceiving, the ability or capacity to perceive or a particular way of perceiving.

Pranasti (2019) on her study about *Students' Perceptions toward Technique of Teaching Listening in the Twelfth Grade at SMA Panjura Malang* elucidates the perceptions created by students can be different. Moreover, it is the teacher's responsibility to use good teaching techniques in order to create good student perception. This research was conducted for twelfth grade students in Panjura High School Malang. Researchers used open questionnaires and semi-structured interviews.

Jayusman (2009) states in his study entitled *Students' Perceptions of Teaching Techniques Used by Native Speakers of English University of Muhammadiyah Malang* said teachers must choose teaching techniques that are in accordance with the condition. Alluding to the researcher, the techniques used can affect the learning activity. The instruments used in this study were structured interviews and closed questionnaires. The results of this study indicate native

speakers use several techniques specifically: repetition, discussion, and competition techniques.

Based on the background of the study above, the researcher is interested in conducting the research focusing on the students' perceptions on teaching techniques used in Grammar class at English Language Education Department in University of Muhammadiyah Malang.

1.2 Statement of the Problems

Based on the description of background of the study, the researcher can conclude the problems of the study are:

1. What are the students' perceptions on the teaching technique used by the teacher in the Basic English Grammar class?
2. Which techniques that meets the students' expectations?

1.3 Purpose of the Study

According to the problems that the researcher has mentioned, the purposes of this study are:

1. To know the students' perception on the teaching technique used by the teacher in the Basic English Grammar Class
2. To identify which techniques that meets the students' expectation.

1.4 Research Significance

This research has practical and theoretical head significance. Theoretically, the researcher expects that the result of this study can be helpful for the teachers in developing learning techniques used in the grammar class and this study can be used as the reference for future research who wants to conduct a research in similar field of study. Practically, this study can be useful for the students in increasing the motivation towards learning grammar.

1.5 Scoop and Limitation

The scope of this study is the students' perception on Teaching Technique in Basic English Grammar Class and limitation of this study is the first semester students and the teacher in the Basic English Grammar Class of English Language Education Department.

1.6 Definition of the Key Terms

1. In this research, *Perception* is the process by which the information we capture with the five senses becomes something that can be interpreted. In this study, perception is the ability to understand or interpret things through the senses.
2. In this research, *Techniques* are ways and means that are designed by the teachers for students' activities towards learning objectives.. Techniques are the tools of the teachers in teaching (Gerlach, Ely, Melnick 1980:187). In this study, teaching techniques are the application of learning methods that have been adapted to the abilities and interests of students.

3. In this research, *Grammar* is identified as a part of language learning that is challenging to learn. In fact, grammar make students know how to construct and use structures in sentences correctly in order to create effective communication. (Renandya & Richard, 2002). In this study, Grammar is an important part of learning English as grammar organizes the arrangement of sentences or phrases.
4. In this research, *Basic* is defined as something that is essential to identify or to learn. In this study, *Basic* is a significant starting point to converse in grammar learning.

